DOCUMENT RESUME

ED 043 306 HE 001 779

TITLE	Higher Education Opportunity Program. Part One. Final Report.
INSTITUTION	New York State Education Dept., Albany. Div. of Higher Education.
PUB DATE	[70]
NOTE	71p.
EDRS PRICE	EDRS Price MF-$0.50 HC-$3.95
DESCRIPTORS	*Disadvantaged Youth, Economically Disadvantaged, Educationally Disadvantaged, *Educational Opportunities, *Financial Support, *Higher Education, Interinstitutional Cooperation, *Special Programs, State Programs
IDENTIFIERS	HEOP, *Higher Education Opportunity Program, New York

ABSTRACT

The Higher Education Opportunity Program (HEOP) of New York State provides grants to institutions of higher learning for the recruitment and education of economically and educationally disadvantaged students who, though not admissible by traditional criteria, have potential for successfully completing a college degree program. This report discusses: (1) the historical background of the program; (2) proposal evaluation procedures, which include the use of a panel of experts in educational opportunity as consultants/readers and consultation with the central staffs of State and City Universities; (3) the general conditions necessary for a successful opportunity program which include a broadening of campus attitudes, flexible course load, sufficient financial aid, and academic support; (4) the HEOP consortia which share staff, allow student transfers and have cross-institutional enrollment; and (5) 1969-70 operational problems and recommendations. Statistical tables on the Program and abstracts of final reports of participating institutions are included in the appendix. (AF)

EDO 43306

FINAL REPORT

1969-1970

HIGHER EDUCATION OPPORTUNITY PROGRAM

PART ONE

HE 001 779

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ON THE COVER

RUNNING FREE

By Eugene Shipman. Eugene is a 16 year old student attending Utica Free Academy in Utica, New York. He is not particularly interested in many of the traditional school subjects, but he likes business and plans to attend college and major in that subject. His main interests outside of school are football, baseball, and being a reporter on the newspapter staff of the Utica College Upward Bound Program.

Gene's family of four brothers and four sisters moved to Utica from New York City when Gene was three years old; he has lived in Utica since that time.

ED043306

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INTRODUCTION

In May, 1969 the Governor and the Legislature approved a bill which would provide grants to institutions of higher learning for the recruitment and education of students who had economic and educational disadvantages and, although not admissible by traditional criteria, had potential for successfully completing a college degree program. Within a month guidelines were distributed to the field and by July the State Education Department had awarded grants to over fifty colleges and universities in the private and public sectors.

The new legislation, translated into the Higher Education Opportunity Program, placed New York State in the forefront of educational opportunity programs in the United States. Governor Rockefeller and the Legislature had shown the imagination that not only recognizes educational difficulties but provides answers as well.

To be sure, existing efforts encompass a fraction of the need. Input in the form of program modifications and new legislation are needed to meet additional as well as changing needs. Nevertheless, it is directly as a result of the Higher Education Opportunity Program that 5,484 new students have been enrolled in college. An additional 4,254 students received supportive services which led to an exceptionally high retention rate for opportunity students during 1969-70. In addition, institutional changes resulted in improved opportunities for <u>all</u> students, not just the HEOP target population.

The following report outlines methodology, problems, solutions, and recommendations for further action. Its substance is based on extensive observations and evaluation, and leads one to the conclusion that we are on our way, but the road is a long one. Hopefully, we are moving into second gear as this report is read.

HISTORICAL BACKGROUND

The Higher Education Opportunity Program has its roots in an office funded under Title V of the Elementary and Secondary Education Act of 1965. Operating with one professional and a secretary, the office had the responsibility of developing collegiate opportunity programs, providing consultative services to institutions of higher education, and in other way providing statewide leadership in his critical area. Initial awards to colleges totalled between $40,000-$61,000 during these early years with results in geometric proportion to the allocations.

A second function of this office was the development of a master plan for educational opportunity. The legislation which established the Higher Education Opportunity Program in 1969 was based upon many of the recommendations in that document.

So that the Education Department might avail itself of the best thinking in New York State in the area of higher education opportunity, the College Committee on Educational Opportunity (originally College Committee on the Disadvantaged) was formed in 1964. The Committee has distributed a publication, the Educational Opportunity Forum, surveyed college admissions policies and educational opportunity programs, sponsored conferences, and offered consultative services to colleges and universities. The Committee has also played a significant role in the development of the Master Plan for Educational Opportunity in Higher Education.

In May 1969, the New York State Legislature and the Governor authorized, through Section 6451 of the Education Law, $5 million to be awarded to public and non-public institutions for programs expanding higher educational opportunity. Each program is designed to support the screening, counseling, tutoring and teach-

ing of New York State students who have attained a high school diploma or a New York State equivalency diploma, have the potential for the successful completion of a higher education program, and are economically and educationally "disadvantaged." Eligible students may be from rural or urban areas and may be from any racial or ethnic background.

Professional staff from collegiate opportunity programs in the public and non-public sectors were consulted by the Higher Education Opportunity Program (HEOP) staff as the guidelines were developed. The final guidelines, in addition to providing colleges with a working blueprint of the Higher Education Opportunity Program Legislation, provided programs with structure, yet permitted enough flexibility to allow for individuality and innovation. Consequently, those reading proposals had available an in-depth view of an institution's program which, combined with their own insight and previous reports from on-campus visitations, provided reading consultants and staff with a vivid accounting of an institution's projected or continuing program.

PROPOSAL EVALUATION PROCEDURE

A nationally known panel of experts in educational opportunity were contracted by the State Education Department as consultants/readers (Table XI). The consultants reading the proposals were concerned with the following areas: significance of the program, operational promise, and economic efficiency. In assessing the significance of the program, some of the considerations that were made were:

1. Whether or not the project possesses the potential for making a significant, positive, and effective impact on, and provides for the continual development of:

   (a) the institutional program and the students involved

   (b) the total institutional setting

   (c) the surrounding community or region.

2. Whether or not the services and/or procedures proposed are capable of wide applicability; i.e., they should be generally transferable to other institutions and allow students to adopt to diverse educational and social environments.

3. Whether or not the program incorporates novel and innovative content, methods, services, and facilities within the general educational context and HEOP Guidelines.

In evaluating the overall design of a program, some of the considerations that were made were:

1. How clearly defined and concisely stated were the objectives of the program?

2. Did the program recognize a broad range of operating variables and their controls, such as:

   (a) program integration

(b) social variables

(c) clear identification of students to be served

(d) cooperation with agencies offering education, education - related, or social service programs in the area

(e) planning

(f) self-evaluation

(g) student, faculty, administration, and target community involvement

3. Were the program's methods, services, facilities, etc., valid, reliable and appropriate?

4. How viable was the description of the summer orientation/supportive service component?

5. How logically and appropriately inter-related and relevant to the program objectives **were** the statistical data and procedures?

In evaluating the operational promise of a program, among the elements taken into consideration were the following:

1. Did the institution possess, or plan to provide the adequate staff and facilities to insure the successful implementation of the program?

2. Did the program staff possess the appropriate background, experience and competence to successfully attain program objectives?

3. Did the program design develop and enhance the training, knowledge and skills of the students involved?

4. Did a program show evidence of sufficient financial and institutional interest to provide support for the program beyond the period of funding?

The final consideration in evaluating the proposal dealt with the economic efficiency of a program. Some of the elements considered in relation to this area were the following:

(1) Were the expenditures for staff, services, consultants, analysis and evaluation, research, etc. (a) appropriately itemized; and (b) did they appear

to be objectively reasonable in relation to the duties of the individuals and/or agencies involved?

(2) Did the potential product(s) or goals resulting from the program appear to be economically feasible in the general educational context?

(3) Was the cost per student justified in relation to the predicted impact and the educational and social significance of the program?

Programs were rated according to the above criteria by both the outside consultant/readers as well as by members of the Department staff. All ninety-five proposals received for Higher Education Opportunity Program awards were read no less then four times by a variety of readers. The final reading was made by the Higher Education Opportunity Program staff to insure that all proposals followed legislative intent.

State and City University Central Staff

Coordination with the State University and City University central staff was solicited and received in order to take full advantage of the experience and knowledge of those offices. Their expertise was utilized by having City University central staff rank all of the proposals from its constituent colleges. These reviews and the resultant rankings provided a valuable input for the consultant/readers and State Education Department staff.

State University reviewed proposals from its constituent colleges (excluding community colleges) and recommended funding levels for each program. Because the amount requested by all institutions was three times greater than the funds available, the actual grants to State University units were usually lower than amounts requested.

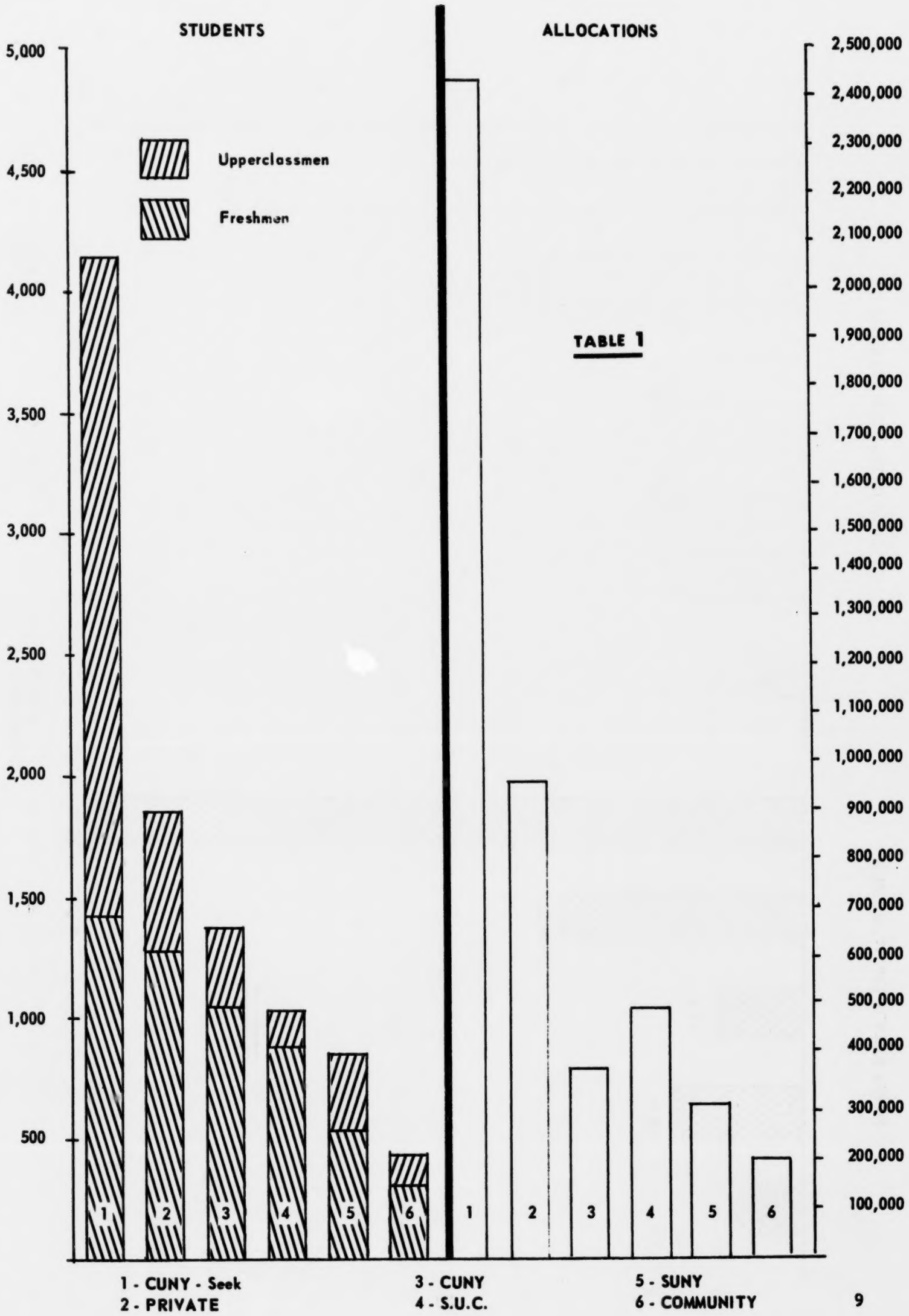
The strengths of the coordinated efforts between State and City University with the State Education Department, along with recommendations for overcoming the weaknesses emanating from the 1969-1970 procedure, will be addressed in a later section of this report.

The requests for Higher Education Opportunity Program funds during 1969-1970 from some ninety-five institutions amounted to over sixteen million dollars. Due to the limited funds available, only those programs which showed superior promise were funded; for the most part, no seed money was allocated to any program that did not receive a high rating. Furthermore, the funding levels of many programs were so low as to require institutional commitments in excess of the level they could afford - at timesup to seventy-five percent of the project cost. Because of this, inquiries were made to all funded programs by Higher Education Opportunity Program staff to insure that the institutions could still implement their programs at the adjusted funding level, without reducing program quality or lowering the number of students to be enrolled. In those cases where institutions indicated that they could not operate under the newly approved budget, meetings took place between Department (HEOP) staff, and representatives of the individual institutions until an agreement was reached. This process, along with review by the Division of the Budget, delayed notification of awards by one to two weeks past the date specified in the guidelines.

Steps were taken by the Higher Education Opportunity Program office to further refine and improve the procedure for reviewing proposals and evaluating programs and institutional commitment. For example, during 1970-1971 funding, financial data which had been furnished by institutions to the Office of State Aid to Non-Public Institutions and compiled by that office were made available to HEOP staff. As a result, colleges were rated as to the amount of invested funds they had per each full time equivalent student. The greater the income investments, the lesser the amount of funding and vice versa, with the lowest receiving the higher per-student assistance. In this way, the allocation to each college was based on its institutional resources and relative need.

In the future, the HEOP staff will incorporate into such analysis other factors which will furnish an even more reliable basis for funding. A study

will be conducted during 1970-1971 to devise and test new criteria and the results will be reported to the Governor and the Legislature.


STUDENTS
ALLOCATIONS
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Upperclassmen
Freshmen
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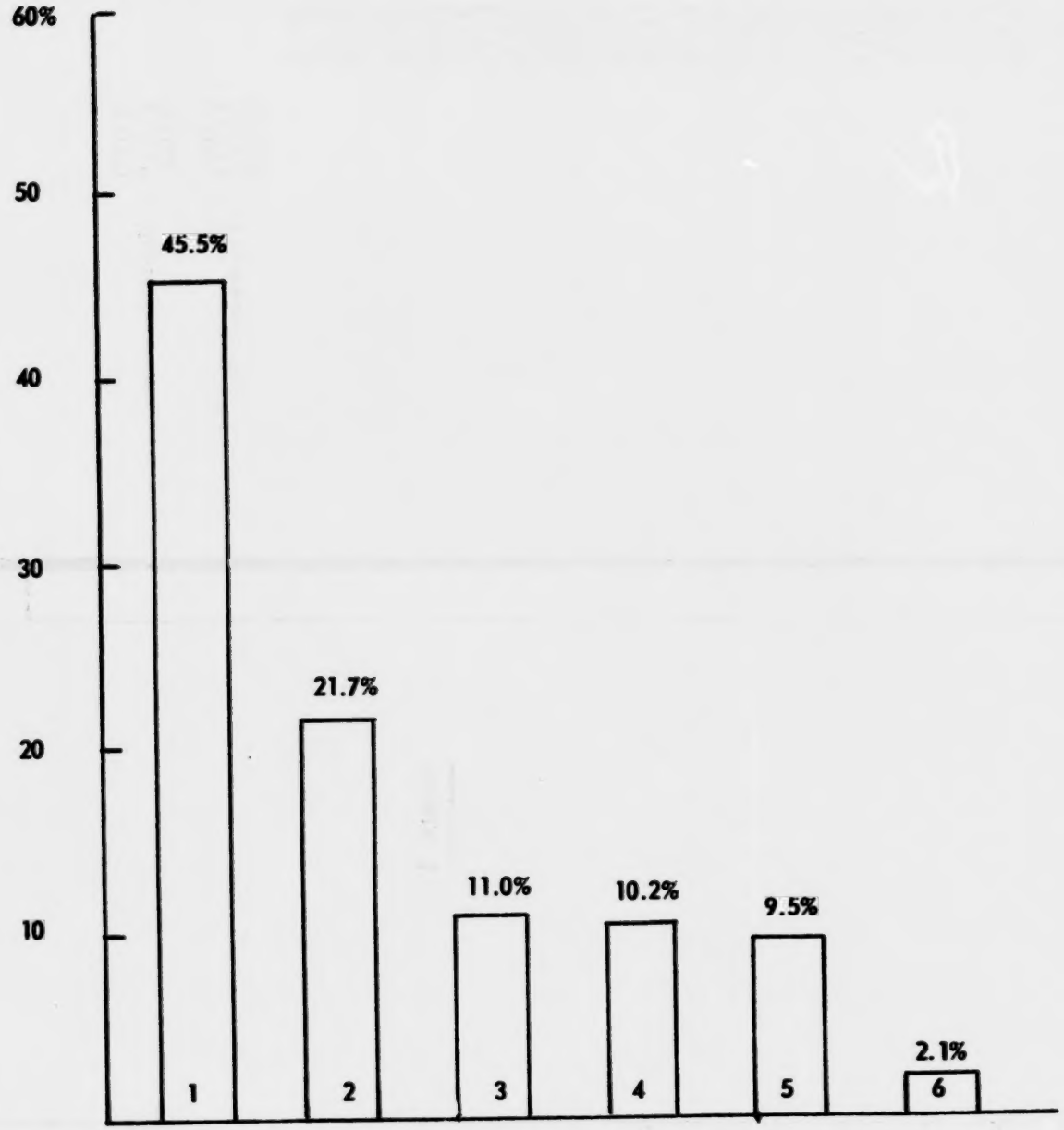
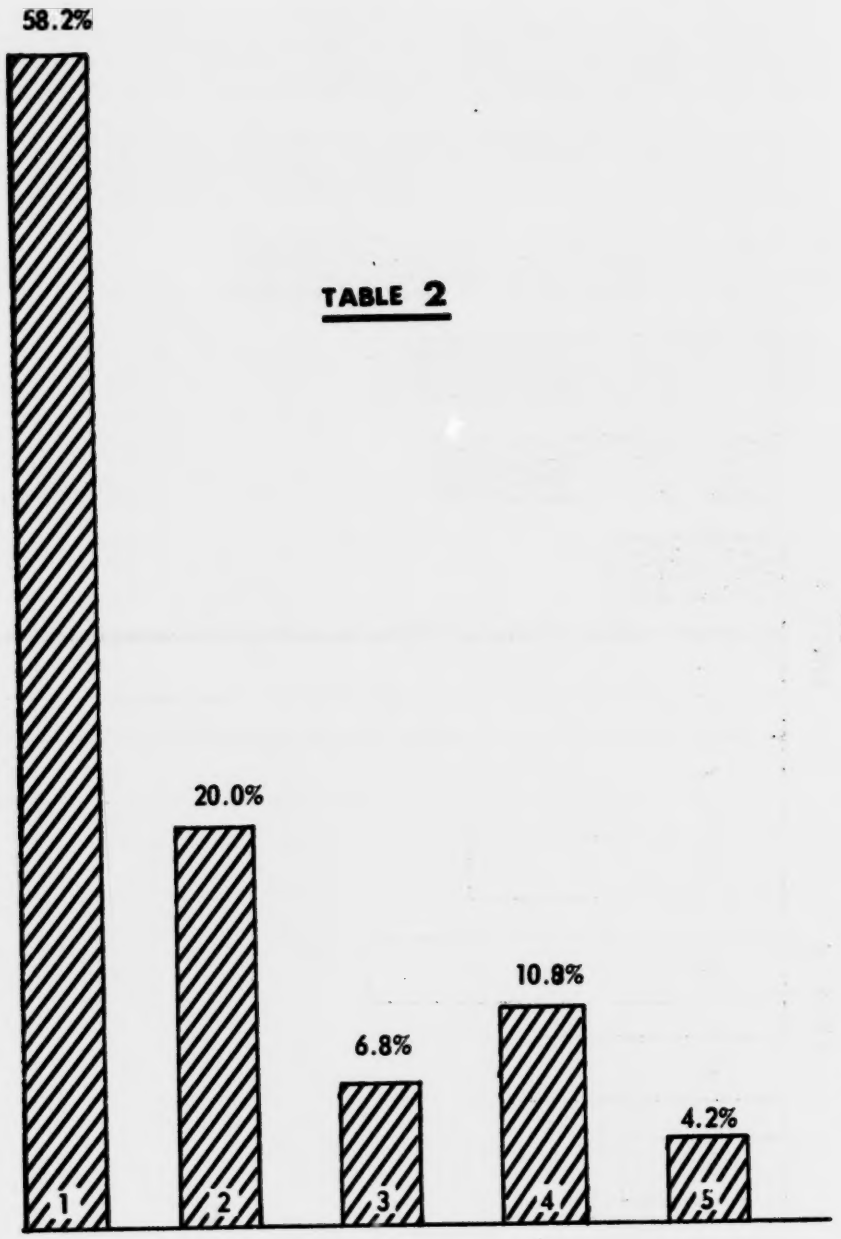
1
2
3
4
5
6
1 - CUNY - Seek
2 - PRIVATE
3 - CUNY
4 - S.U.C.
5 - SUNY
6 - COMMUNITY

TABLE 1

1 - CUNY
2 - PRIVATE
3 - SUNY
4 - S.U.C.
5 - COMMUNITY
6 - OTHER



% TO TOTAL REQUESTED FUNDS



% TO TOTAL ALLOCATED FUNDS

TABLE 2

PROGRAM DEVELOPMENT

The Human Affairs Research Center received a contract from the Education Department to conduct an in-depth evaluation of all programs receiving HEOP funds. This was done because the existing staff were far too few to be able to provide consultative assistance to colleges and universities with HEOP programs, to work with institutions which intended to develop programs, and at the same time to evaluate projects.

Shortly after the beginning of the fall semester, HARC mailed questionnaires to each campus receiving HEOP monies. (A copy of the survey form was included in the Interim Report forwarded to the Governor and the Legislature in February, 1970). HARC field staff began visiting institutions soon after. Each college was visited at least twice during the academic year.

The extensive final report from the Human Affairs Research Center will appear in two volumes. It will be submitted to the Governor and to the Legislature in September.

The State Education Department's Higher Education Opportunity Program staff consists of a supervisor, an associate, an assistant, a full time intern, and a summer intern. (See table XIII). During 1969-1970, the staff provided consultative assistance to the fifty-five funded institutions and as many of the forty non-funded institutions requesting HEOP funds as time would allow. A number of institutions which did not apply for a grant during 1969-1970, anticipated applying for a 1970-1971 award; consequently, they also sought consultation visits. However, due to the limited size of the staff, priority was given to the funded institutions, with those applying and not funded given second priority. Unfortunately, very few institutions which

did not fall into either of the above two categories could be visited, although subsequent proposals indicated the positive effect of such consultation.

The Higher Education Opportunity Program developmental staff began its campus field visits prior to the beginning of the fall semester in order to provide more extensive development services for programs which received the lower program and proposal ratings. During the semester, outside consultants were used to supplement the efforts of staff in visiting and assisting programs. (See table XIV).

Conditions for Successful Opportunity Programs.

The following general conditions, found in most successful projects, could be considered requisites for a successful opportunity program. Many of these elements transcend the immediate objectives of the special program, and refer to the institution as a whole.

1. Broadening of campus attitudes: the outlook of the faculty, staff and students of the college or university is broadened with programs designed to encourage an understanding of the diverse racial, religious and ethnic points of view in the United States. Institutions are encouraged to consider developing integrated curricular programs in specialized studies (such as Black Studies, Latin American or American Indian Curricula, or Urban Studies) and in other ways to recognize the ideas which are reshaping our nation. In addition, institutions should broaden the utilization of all campus resources and personnel in areas of educational opportunity programs. Such an expansion of collegiate programs requires an administration and staff who are sensitive enough to grasp the positive impact of such programs on colleges and youth. Extensive counseling and humanistic training techniques are encouraged in order to help sensitize the various campus groups to intergroup needs.

Special emphasis is placed on recognizing that the life styles of the opportunity student population vary, in many cases, from those of the more traditional student group. Institutions are advised to make their educational opportunity program an integral part of the total college structure rather than peripheral to the mainstream of the educational processes. The prevailing attitude of the project staff is that program elements should become so much a part of the institutional environment that the EOP project can eventually be assimilated into the general institutional structure.

2. Institutional Image: The public image of the institution should convey an interest in recruiting people from a diversity of backgrounds. The admissions catalogue should contain, or be revised so as to include, photographs of a variety of cultures and ethnic groups rather than an all white, middle or upper class student body. Afro-Americans and other minority group students should appear in a variety of situations rather than the stereotyped athletic pose. Socialization possibilities should be included so that minority group students know they can have a social life at the college. The institution's best known and most widely spread publicity device presents an image which best expresses the view of its educational process and its student body.

3. Recruitment: Colleges are advised to design a profile into which a broad range of prospective students can fit. Consultation with various community groups is felt to be essential. Since many middle class recruiters are found to be ineffective in communicating with students from financially hampered circumstances, student recruiters (in conjunction with staff) serve as very effective recruiters when provided with the necessary college materials. They return to their home environment and help to identify students who might otherwise be overlooked. Many colleges also hire and train paraprofess-

ionals for recruiting and other related essential tasks.

College staffs recruit in non-academic high schools as well as in those with predominantly minority group populations. In addition, many successful colleges maintain ongoing communication with Upward Bound and other preparatory programs.

When determining criteria for students who would enter an Educational Opportunity Program, the institutions look at non-academic subjective criteria such as local leadership initiative, and so forth. Very often, the student who has been an active participant in gang activities, for example, has as much or more of the initiative required for college than a passive student who has received better grades.

4. Admissions Procedures: Admissions procedures are carried out in such a way that the various strengths of each applicant is known to those making decisions to admit or reject. The project director and staff frequently take an active role in determining who is to be admitted, taking into consideration such factors as a student's leadership ability record, motivation, and potential for overcoming environmental (college and community) handicaps. Many colleges give serious consideration to equivalency students, since a student with a general equivalency certificate usually is an excellent prospect who has demonstrated the initiative, ambition, and determination to succeed.

Many colleges adopt one or more high schools and provide their students with counseling, tutoring services, and a certain number of guaranteed admissions. Some community colleges have this type of relationship with local high schools as a matter of course.

5. Financial aid: Students eligible for collegiate opportunity programs require financial assistance beyond the remission of application fees and tuition. The Parents Confidential Statement does not always reflect

a student's financial situation because of special family circumstances, parents inabilityto contribute, illness, or other conditions which are not easily recognized. In addition, since students come from poverty backgrounds in which a student cannot ask for financial help from parents or relatives, colleges must develop a financial aid package which meets a student's complete needs: room, board (if necessary), travel, lunch, books, and other incidental costs. Some institutions, as a matter of program policy, do not accept an opportunity student unless they can meet this need. By his second year, the average opportunity student can participate in the College Work-Study Program.

In most cases, institutions utilize other sources of student aid, such as the federally funded Educational Opportunity Grant, College Work-Study, and National Defense Student Loan Programs. Guaranteed loans, available through the New York Higher Education Assistance Corporation, are used in the aid package. These loans usually do not exceed $500 per year because the burden of a heavy loan is psychologically intolerable to one living on a marginal financial income. For the most part, since a freshman opportunity student is not able to manage a heavy work-study schedule because of his heavy academic load, appropriate financial arrangements are made.

Program directors, admissions officers, and financial aid officers continuously strive to see that a segment of the institution's budget is set aside for support of the program and student.

6. Course Load: The course load is flexible enough to allow for the varying levels of ability of students who enroll in educational opportunity programs. It is recommended that students be encouraged to take lighter course loads as needed. Rarely may an institution expect an opportunity student to carry more than nine or ten hours during the first semester and/or year.

Most students have course loads proportionate to their ability and the

strength of their backgrounds. However, successful institutions do not downgrade a student's ability by assuming that all opportunity program students must take the same supportive or developmental courses. Each program provides flexibility to meet the individual needs of its students.

7. Academic Support: The academic support phase of many of the more successful programs contains the following elements:

A. Academic credit and non-credit courses
B. Counseling and advisement services
C. Tutoring Services
D. Research and Evaluation
E. Summer Orientation Program

A. Academic:

Consultative services offered by the HEOP office assist the institutions in mounting viable academic programs through which a variety of credit courses and a limited number of non-credit courses are made available to the students, depending upon their ability and relative strength of their background. All Higher Education Opportunity Program students should be enrolled on a matriculated basis,

Recognizing the student's desire and need to be part of the college mainstream and to complete his selected program requirements in a reasonable period of time, an increasing number of HEOP projects build developmental (remedial) course work into the structure of a credit course. This innovative approach has been widely accepted by staff and students, and is serving to minimize student attrition and failure. In a basic English course, for example, a student may attend classes from four to seven hours per week so that he may benefit from more intensive instruction. Upon his successful completion of the course, he receives the usual three credit hours toward graduation.

B. Counseling:

The professional and peer counselor/advisor is an integral and important

component of Higher Education Opportunity Programs. The student personnel staff's sensitivity to and understanding of HEOP student needs is a primary factor in establishing rapport and providing the supportive services which complement the total program.

The counselor/advisor's role is to work with students individually and in groups in order to deal concretely and realistically with the educational, vocational, and personal problems affecting psychological growth. In addition, he works with students and other staff in creating the appropriate learning climate.

Institutions now view opportunity students as young people who come from different backgrounds, rather than alienated youth in need of intensive psychological services. The posture of the counseling service is evolving, at least in part, to that of a student ombudsman or advocate. These new counselors often have similar cultural/experiencial backgrounds as their student clients. The clinical counseling needs of opportunity students are no greater than those for any other student population.

C. Tutoring:

A student who has the benefit of extensive and effective tutorial support has an excellent chance of succeeding in college if he takes a reduced load for the first two, three, or four semesters. His academic work is enhanced by the availability of a complete tutorial staff composed of faculty and students who provide subject matter in addition to relating to opportunity students. Although the academic qualifications of the tutor are important, the personality of the tutor is also most significant in determining the success or failure of the tutoring services.

Student tutors in some programs are provided with an introductory training session. Many institutions use opportunity students on the sophomore level or above to tutor incoming opportunity students. For the most

part, this technique appears to be working very well.

Tutor coordinators serve in a pivotal position as they coordinate tutorial activities, provide ongoing training assistance to the tutors, and mediate minor problems that might arise.

D. Evaluation

The primary objectives of the evaluation process are to provide the institution, the State Education Department, and the Regents with the following:

1. An analysis of a program's effectiveness, in terms of academic success, fiscal responsibility, and the best use of the available funds.

2. Information regarding changes necessary for program improvement.

3. A check on the Higher Education Opportunity Program Office to determine how effective it has been in recommending changes, providing consultation, providing funds, and in general carrying out the Legislative mandate.

Because of the high priority nature of opportunity programs in serving the massive needs of the people in the state, as well as the large sums of money which are expended, the Higher Education Opportunity Program Office feels that there should be strict accountability to the Governor, Legislature, and the Regents. Furthermore, due to the high priority nature of opportunity programs, there should be even stricter methods of evaluation than heretofore. As a result, the Department has recommended the establishment of an evaluation unit whose sole responsibility is to examine and judge a program's effectiveness. A coordinated State-wide evaluation of all programs is necessary in order to achieve the objectivity and depth which is not possible in the microcosm of any one program or in self-evaluation procedures.

E. Summer Orientation Program

Summer orientation, supportive service programs, or the equivalent appear to be a significant factor in determining an opportunity program student's

academic and psychological adjustment to the course requirements and the campus environment. Based upon HEOP findings and summer orientation program reports from the colleges, all opportunity programs are urged to mount such programs. The majority of institutions respond positively within the fiscal constraints of available funds, and opportunity students are provided with credit and non-credit course offerings. In addition, the students receive tutorial and counseling services which reinforce and complement the total program concept.

Many programs encourage the development of student involvement with the outside community. For example, students may participate in tutorial centers established for young people in community or store-front centers, or they may join in other types of community development projects. In this way, students feel a commitment to the social group from which they come and, at the end of their collegiate careers, they are in a position to provide additional assistance to their communities, if they desire.

Many successful programs demonstrate that the climate and structure of the classroom must be different in degree and kind from that of the standard situation, if students are to be effectively motivated. Experiential teaching and learning situations are especially useful for opportunity programs and, for that matter, in the general academic setting. Institutions are encouraged to design innovative approaches to teaching and learning.

Supportive courses in English usage and composition are developed at many institutions; reading and learning skills laboratories are also very useful.

Standards:

Institutions develop flexible admission and retention policies so as to meet the needs of a non-traditional student group. The Higher Education Opportunity Program Office suggests that students have a minimum of two

semesters and preferrably three or four to demonstrate that they can succeed before the institution utilizes its traditional retention/dismissal mechanism. Almost all programs are adopting this policy.

An increasing number of institutions do not expect students to achieve the same cumulative average at the end of three or four semesters as is "usually" required. Many colleges are experimenting with flexible grading systems in order to provide their students with the maximum opportunity to succeed. For example, students may take courses on a pass/fail basis for the first three or four semesters; or they have the option of receiving letter grades or pass/fail marks; another possibility is the deletion of F grades from the student's record during the first year.

The challenge which is being met by institutions in New York State is to use their creative resources in such a way as to expand rather than dilute the institution's high standards of quality, while removing many of the traditional barriers which heretofore have excluded opportunity students from higher education.

HIGHER EDUCATION OPPORTUNITY PROGRAM CONSORTIA

During 1969-1970 many institutions indicated their desire to establish consortia in the area of higher education opportunity so as to make maximum use of combined institutional resources. The State Education Department encouraged the formation of consortia and provided extensive consultative services for their development. Many consortia which were originally formed to provide better services for HEOP students have expanded so as to benefit the total college as well as the surrounding communities.

Essentially, a Higher Education Opportunity Consortium consists of the following elements:

A. Shared Staff

Each college generally has its own full and part-time staff; however, the colleges often share certain services which provide both coordination and valuable services to the member programs. Furthermore, in many cases, the budgets of single institutions do not permit the hiring of particular staff. Through the formation of consortia, highly qualified people are hired who can devote their energies to the opportunity programs.

B. Student Transfer

In providing educational alternatives, and therefore better accommodating the needs and interest of students, cooperating institutions enabled opportunity students to transfer from one institution to another in the consortium relying primarily upon the recommendations of the program directors of the institutions involved. Although this cross transfer was contingent upon available space within the cooperating institutions, many students took advantage of this opportunity.

C. Cross Institutional Enrollment

To better accommodate the diversity of student interest, most consortia made available to students the opportunity to enroll in courses at institutions other than the one in which they were matriculated. Cross course enrollment was done on an individual basis and provided students with a broader and more extensive curricular choice than would otherwise be possible.

The basic educational elements provided by consortia in New York State are important and may suggest a model for higher education institutions and opportunity programs elsewhere in the nation. Many consortia were composed of both two and four year institutions and made possible a breadth of curricula ranging from liberal arts to technical training programs. In addition, the mobilization of human and material resources expanded considerably the opportunities open to students. The many extensive special services contained in consortia could not have been justified or provided by each institution separately, since the student population of some individual programs was not large enough to warrant the expenditure.

Most consortia had extensive policy-making and advisory committees which, in most cases, took the following form: A board of directors appointed by the president of the institution which consist of a member of the collegiate staff (usually an academic dean or chairman); a member, usually appointed from the local community; students from the institution, who were selected by their peers. These groups, in addition to making policy, had responsibility for appointing consortium staff.

Each institution, in developing its program, created similar campus-wide advisory committees of faculty, staff, and students who worked to supplement the efforts of the consortium committee.

The function of the committee was to achieve the following objectives:

a. To insure institutional commitment and cooperation with other consortium members.

b. To prevent isolation of program directors (and therefore programs) within their own institutions.

c. To secure student participation in the formulation and implementation of consortium policy.

d. To strengthen the position of the community representative in the development and approval of policy.

During 1970-1971, the Higher Education Opportunity Program office will continue to encourage and provide financial support for the formulation of consortia. Future consultative meetings have been planned between State Education Department staff and various public and private institutions in the State. A staff member from the Higher Education Opportunity Program office has been assigned to work with the State University Central Staff responsible for Cooperative College Centers, and further efforts will be undertaken during 1970-1971 to explore further the various ways in which joint ventures between private and public institutions can be developed to provide expanded educational opportunites for New York State residents.

During the funding period of 1969-70, the following consortia operated and received funds under the auspices of the Higher Education Opportunity Program:

Westchester - Manhattan Consortium

College of Mt. St. Vincent, Manhattan College, Marymount College-Tarrytown, Marymount-Manhattan College, Mercy College

Clinton Consortium

Hamilton College and Kirkland College

Cooperative College Center

Manhattanville College, Sarah Lawrence College, State University College at Purchase

Staten Island Consortium

Notre Dame College of Staten Island, Wagner College, Richmond College

Academic Opportunity Consortium

Rensselaer Polytechnic Institute, Skidmore College, Union College

Wyandanch Center for Higher Education

Hofstra University, State University College at Old Westbury, Suffolk Community College, Agricultural and Technical College at Farmingdale, State University at Stony Brook, Dowling College

Utica Consortium

Utica College and Mohawk Valley Community College

1969-1970 OPERATIONAL PROBLEMS AND RECOMMENDATIONS

As a result of visits to institutions with Higher Education Opportunity Programs, and the constant flow of correspondence between the HEOP office and the colleges, many operational problems were identified and, in some cases, solved. Others remain and are presented to the Governor and the Legislature along with specific recommendations.

1. Legislative Appropriation

The prevailing operational problem during 1969-1970 was the late date on which the appropriation was made available to the Higher Education Opportunity Program office and consequently to the colleges. Since many institutions close their freshmen admissions approximately April 30, the fact that the earliest possible date which Higher Education Opportunity Program guidelines could be prepared and mailed out to the field, June 8, appeared to contradict the philosophy of the HEOP office that programs should be an integral part of an institutions program. In some cases, the fact that recruiting was delayed, and special remedial programs could not be developed early enough, had a negative effect on a high risk student's chances to succeed in college. (This situation was relieved somewhat by an earlier appropriation for 1970-1971 programs, although the date was still late enough so that some institutions, funded for the first time, either could not mount the summer phase of their projects or were forced to use an abbreviated version.)

Recommendation

The Higher Education Opportunity Program recommends that the Governor and the Legislature explore alternate means of budget allocations so that programs might be funded at a date in keeping with the established operational procedures of institutions of higher education.

2. State Education Department, State University, and City University Coordination

Coordination between the Higher Education Opportunity Program Office of the State Education Department, and the appropriate offices of City University and State University was hampered by communication difficulties. Attempts were made at coordination by the Department during the period of time proposals were reviewed by the HEOP office as well as at other times during the year.

Recommendation

If State funds are to achieve maximum results, and if consortia, Cooperative College Centers, and other coordinated efforts are to be truly effective there must be closer cooperation between the various sectors of public and non-public higher education.

It is recommended that the Commissioner of Education appoint an ad hoc Committee to recommend structural and procedural modifications related to Statewide funding, evaluation, and coordination.

3. Department, State and Federal Coordination

Coordination with other Department, State and Federal programs and offices engaged in activities designed to help the "disadvantaged" in New York State must receive higher priority during 1970-1971. If the seemingly insurmountable problems of poverty and educational deprivation are to be overcome, a coordinated State Education Department effort is needed, which draws upon the expertise of the various offices within the Department as well on all levels of local, State, and Federal Government.

Recommendation

The Higher Education Opportunity Program office recommends that an office be established within the Education Department to coordinate all programs for opportunity students on a pre-kindergarten, elementary, secondary, collegiate, and continuing levels. This office would serve the important function of

utilizing all available resources in coordinating efforts within the Education Department as well as in other areas of State and Federal government.

4. Staff

A serious operational problem confronting the State Education Department's, Higher Education Opportunity Program continues to be the shortage of staff to work with colleges. HEOP development staff are prevented from providing the indepth consultation that is needed by many institutions in the area of opportunity development. The present HEOP staff has accumulated approximately 1600 hours of overtime in attempting to provide as much assistance to both funded and non-funded institutions as possible, but even with a high level of commitment, it is not reasonable to expect staff to continue at this exhausting pace.

Despite time limitations, the present staff worked with some colleges which were not funded during 1969-1970. Many of these programs submitted proposals for 1970-71 grants which received high ratings by the consultant/evaluators; this can be attributed, at least in part, to the institutions following the recommendations made by visiting HEOP consultants.

The present HEOP staff of four should be expanded in order to enable development staff to spend at least two days on the campuses of both funded and non-funded private institutions, as well as public institutions, in order to make available to them the broadest range of expertise in the development and improvement of education opportunity programs.

5. Financial Aid

Financial aid continues to be one of the most pressing problems of opportunity students enrolled in higher education institutions. The amount of financial aid as well as the ways in which this aid is allocated to students must be adjusted if educational opportunities are to be expanded to meet the needs of all New York State residents.

Recommendation A

The Higher Education Opportunity Program proposes that New York State

Scholar Incentive Award be increased proportionate to an institution's tuition. For example, a matriculated student at an institution with high tuition would receive a relatively larger Scholar Incentive award than one at an institution where the cost of tuition was low.

Recommendation B

It is expected that as a result of the past educational deficiencies of opportunity students, it may take one or two semesters longer to complete a degree program than is usually expected. (Students transferring from two-year to four-year colleges may lose credit, and illness may also force a student to require a period of time longer than may be normally expected.)

Consequently, the Higher Education Opportunity Program proposes that Scholar Incentive Awards be made available for up to six semesters for all students in programs leading to an associate degree and ten semesters for all students in programs leading to a baccalaureate degree. The award for graduate study would remain the same.

Recommendation C

In many cases, students from low income families are expected to contribute to the family income while they are living at home. After a student is matriculated in college, the family may experience financial hardships as a result of the loss of income. In cases where the student continues to live at home, a further financial hardship is experienced by the family. Too often a student's commitment and sense of responsibility to his family is detrimental to his educational pursuits.

The Higher Education Opportunity Program proposes that a grant of up to $800 be awarded to families of certain students to help ease the financial burden created by the loss of income due to the student attending a higher education institution and to offset the boarding expenses of a commuting student.

6. Miscellaneous Recommendations

Based upon staff experience and suggestions from the field, the following recommendations are submitted:

Recommendation A

The Higher Education Opportunity Program office shall continue and expand its efforts to encourage institutions of higher education to admit more students from the surrounding urban community.

The Higher Education Opportunity Program proposes that a vocational counseling center program and college placement assistance center be established. One way this could be achieved is through store-front centers located in major metropolitan areas throughout the state. These centers would utilize a centralized computer which would provide students from low income families a number of choices as to which institutions would best meet their educational needs. Part of this proposed placement assistance center would utilize both student and paraprofessional outreach-recruitment personnel. The entire college placement assistance center would also include a training program to better equip high school guidance counselors to serve students from low income families.

Recommendation B

The Higher Education Opportunity Program office proposes that a unit in cooperation with the Division of Higher Education and the college community continue to study non-traditional methods of college admissions.

Recommendation C

The Higher Education Opportunity Program proposes an early identification program for students who are entering the tenth grade, or have completed the ninth grade. This program would provide academic assistance to students during their last three years of secondary education, as well as guaranteeing students who graduate from high school with a Regents Scholarship or its equivalent so

that these students can attend college or some other form of post-secondary education. This program, in addition to academic assistance, would also provide supportive services (such as counseling and tutoring) for students, as well as training programs for faculty and staff in in-service training programs and summer sessions.

7. In General

The Higher Education Opportunity Program office received many valuable recommendations from funded projects regarding ways in which the Department could better serve institutions in New York State. Most of the suggestions are contained in the above recommendations. Other ideas suggested included more consultative visits by the office staff, further refinement and clarification of the guidelines, and more coordination between programs.

Staff efforts during 1970-1971 will be addressed to the following areas:

1. More time will be spend consulting with individual programs. Staff members will continue to be available on an emergency basis.
2. A series of workshops and conferences will be developed with institutions and project staff beginning in the fall semester of 1970.
3. Among other research projects, HEOP will study stipend rates in New York State to reach guidelines which may be adopted by collegiate opportunity programs.

CONCLUSION

The Higher Education Opportunity Program Staff will continue to encourage the removal of educational barriers presently confronting opportunity students by developing improved teaching and counseling techniques, flexible admissions policies, broadened recruitment procedures, and expanded financial aid guidelines. The results will benefit all students on campus, not just the HEOP target population.

An HEOP student advisory committee is presently being developed. It is expected that this group will provide students with a voice in indicating how the Higher Education Opportunity Program can better serve opportunity students in the State. Furthermore, meetings are presently being planned with representatives from the various Indian Reservations in New York State in an attempt to implement expanded methods of creating higher education opportunities for New York State Indian students. The present efforts will be increased and improved to serve a large number of urban and rural students of various ethnic backgrounds and races.

The Higher Education Opportunity Program will continue to meet the charge mandated by the Governor, the Legislature, and the Regents, that equal education opportunity shall be provided for all New York State residents irrespective of economic, social, or ethnic background. It is the opinion of the Higher Education Opportunity Office that this report indicates some significant and positive steps in that direction.

TABLE 111
Higher Education Opportunity Program
New York State Education Department
SUMMARY SHEET 1969 - 1970

Funded Institutions		# of N.Y. Students in Program Upperclassmen	# of New Students (Entering Freshmen 1969-70)	Avg. Cost per New Students	Total # HEOP (1969-70) Students	$ Amt. N.Y. State Aid Requested	Amt. of HEOP funds Allocated	Avg. Cost/ Student	Avg. Cost/ Program
Private	29	599	1,288	748	1,887	2,505,171.00	963,273.50	510	33,201
S.U.N.Y.	13	480	1,416	601	1,896	2,358,969.00	851,703.00	499	65,515
Public Community Colleges	7	115	300	670	415	762,060.36	201,126.00	485	28,732
C.U.N.Y.*	6**	3,060	2,480	1,133	5,540	4,182,294.00	2,810,512.50	507	468,418
Institutions Funded	55	4,254	5,484	880	9,738	9,809,194.36	4,826,615.00	496	87,749
Institutions denied	37	2,080	5,260		7,340	6,270,747.40			
	92	6,334	10,744		17,078	16,079,941.76			

HEOP Staff and Office Budget*** 173,385
5,000,000

Unexpended**** 86,490

*These figures include some students who would have been admitted without HEOP funding, but who would not have been provided with the tutoring, counseling, instructional services, and other support necessary for academic success. An additional number of students will be enrolled for the winter semester.

**This category includes allocations to 13 institutions which are part of the City University System. Eight (8) were part of their SEEK program; five (5) were other educational opportunity programs in CUNY institutions.

***This figure includes the sum paid to Human Affairs Research Center (HARC) which surveyed and evaluated all HEOP programs.

****This figure includes unexpended funds from ten colleges. The HEOP office notified institutions in January 1970, requesting information about many funds that might be unexpended; some eighty thousand dollars was reallocated to 14 institutions at that time. Ten colleges notified this office after March 15 which was too late to reallocate these funds.

Appendix A

TABLE 1V

HIGHER EDUCATION OPPORTUNITY PROGRAM

Allocations to Colleges in New York State

Fiscal Year 1969-1970

Private Institutions

Institutions	Number of N.Y. State Students in Program (Upperclassmen)	Number of New Students (Entering Freshmen 1969-70)*	Total # HEOP Students (1969-70)	$ Amt. N.Y. State Aid Requested	Amount of H.E.O.P. Funds Allocated
Colgate University	19	11	30	56,090	4,825
College of Mt. St. Vincent	0	9	9	40,273	16,675
Cornell University	0	48	48	12,025	8,750
Fordham University (Lincoln Center)	67	157	224	76,584	62,150
Hamilton College	1	12	13	9,100	8,000
Kirkland College	7	8	15		
Hofstra University	62	44	106	151,327	49,065
Ithaca College	22	40	62	174,726	82,500
Keuka College	0	20	20	43,063	4,564.50
LeMoyne College	0	10	10	75,004	8,450
Malcolm-King: Harlem College Ext. M.M.C.	0	20	20	12,000	9,000

*These figures include some students who would have been admitted without H.E.O.P. funding, but who would not have been provided with the tutoring, counseling, instructional services, and other support necessary for academic success. An additional number of students will be enrolled for the winter semester.

Private Institutions (Cont'd.)

Institutions	Number of N.Y. State Students in Program (Upperclassmen)	Number of New Students (Entering Freshmen 1969-70)*	Total # HEOP Students (1969-70)	$ Amt. N.Y. State Aid Requested	Amount of H.E.O.P. Funds Allocated
Manhattan College	0	29	29	55,243	26,625
Manhattanville College	38	20	58	143,129	30,000
Marist College	12	17	29	41,505	15,230
Marymount College Tarrytown	0	14	14	34,222	15,025
Marymount Manhattan	35	20	55	38,815	33,040
Mercy	0	15	15	28,810	18,900
Mt. St. Mary College	0	18	18	16,295	8,400
Nazareth College	0	10	10	24,500	15,500
New York University	250	251	501	650,822	240,000
Notre Dame College (Staten Island)	0	25	25	168,958	24,385
RPI-Skidmore-Union (A.O.C.)	0	60 (20,20,20)	60	214,887	18,000
University College of Syracuse University	3 full time 53 part time	8 full time 81	11 134	74,700	50,000
Syracuse University	0	40	40	24,000	18,400
University of Rochester	10	50	60	247,067	97,000

Private Institutions (Cont'd.)

Institutions	Number of N.Y. State Students in Program (Upperclassmen)	Number of New Students (Entering Freshmen 1969-70)*	Total # HEOP Students (1969-70)	$ Amt. N.Y. State Aid Requested	Amount of H.E.O.P. Funds Allocated
Utica College	20	46	66	92,026	76,462
Wagner College	0	25	25	**	22,385
TOTAL	599	1,288	1,887	2,505,171	963,273.50

**Included with Notre Dame College proposal as a joint budget

State University of New York

Institution	# of N.Y. Students in Program (Upperclassmen)	# of New Students (Entering Freshmen(69-70)	Total # HEOP Students (69-70)	Total Program Budget	SUNY Appropriation	$ Amount HEOP Aid Requested	Amount of HEOP Funds Allocated
SUNY-Albany	128	190	318	1,020,000	800,000	220,000	150,000
SUNY-Binghamton	40	82	122	256,976	90,000	104,468	44,325
SUNY-Buffalo	139	260	399	1,331,500	250,000	776,000	133,000
SUNY-Stony Brook	---	---	---	-------	-----	2,500	2,500
SU College at Buffalo	---	274	274	-------	-----	14,800	10,860
SU College at Cortland	18	45	63	179,169	60,000	36,895	22,413
SU College at Fredonia	19	10	29	37,771	-------	13,030	11,030
SU College-Old Westbury (Wyandanch Center for Higher Ed.	0	230	230	252,436	125,000	221,936	140,610
SU College-Oneonta	53	60	113	190,000	160,000	30,000	3,000
SU College-Oswego	11	72	83	199,800	60,000	78,200	13,900
SU College-Purchase (Cooperative College Center)	0	103	103	720,497	400,000	248,892	210,140
SU A & T Cobelskill	22	20	42	251,000	0	212,139	22,125
SU A & T Farmingdale	50	70	120	673,681	50,000	400,000	87,800
TOTAL	480	1,416	1,896	5,112,830	1,995,000	2,358,969	851,703

Public Community Colleges

Institutions	Number of N.Y. State Students in Program (Upperclassmen)	Number of New Students (Entering Freshmen 1969-70)*	Total # HEOP Students (1969-70)	$ Amt. N.Y. State Aid Requested	Amount of H.E.O.P. Funds Allocated
Corning Community College	14	24	38	24,240	8,250
Erie County Technical Institute (Community College)	0	35	35	148,187	52,887
Hudson Valley Community College	7	10	17	213,250	7,850
Mohawk Valley Community College	15	20	35	41,387	3,925
Monroe Community College	41	66	107	76,842	31,324
Rockland Community College	0	100	100	168,993	38,000
Suffolk County Community College	38	45	83	89,861.36	58,890
TOTAL	115	300	415	762,760.36	201,126

City University of New York

Institutions	Number of N.Y. State Students in Program (Upperclassmen)	Number of New Students (Entering Freshmen 1969-70)*	Total # HEOP Students (1969-70)	$ Amt. N.Y. State Aid Requested	Amount of H.E.O.P. Funds Allocated
Brooklyn College	200	680	880	894,523	167,800
CUNY Bi-Lingual (Kingsborough Community College)	0	45	45	206,133	74,350
CUNY-SEEK***	2,740	1,425	4,165	2,503,725	2,413,032.50
Hunter College	120	180	300	321,885	70,210
Richmond College	0	50	50	81,662	24,550
Staten Island Community College (Consortium Prog.)	0	50	50	109,701	30,570
Staten Island Community College(Community Scholar Program)	0	50	50	64,665	30,000
TOTAL	3,060	2,480	5,540	4,182,294	2,810,512.50

***Funds for CUNY-SEEK Program were divided among 9 institutions: Baruch College, Brooklyn College, City College, Hunter College, Lehman College, Queens College, York College, and University Center

TABLE V

BUDGET
SUMMARY
Expressed in Percentages
Funded Programs

	CUNY	SUNY	Community	Private	Total All Colleges
Personnel-(Instructional)	59.2	19.7	38.0	39.0	47.3
Personnel-(Administrative)	1.3*	5.8	4.5	14.4	4.8
Temporary Personnel-Instructional	.9	9.2	6.3	11.9	4.8
Employee Benefits	8.1	2.8	5.1	4.9	6.4
Travel	.5	.6	.1	.5	.3
Supplies, Materials & Equipment	.3	.4		.1	.3
Books	9.2	12.1	2.8	3.9	8.5
Tuition	4.4	.1	30.5	10.5	5.9
Room and Board		37.9	6.8	10.8	9.1
Lunches and Transportation	16.1	11.4	5.2	3.3	12.4
Other			.7	.7	.2
Total	100%	100%	100%	100%	100%

*Incomplete; figures not available

TABLE V1
SUMMARY OF BUDGET EXPENDITURES

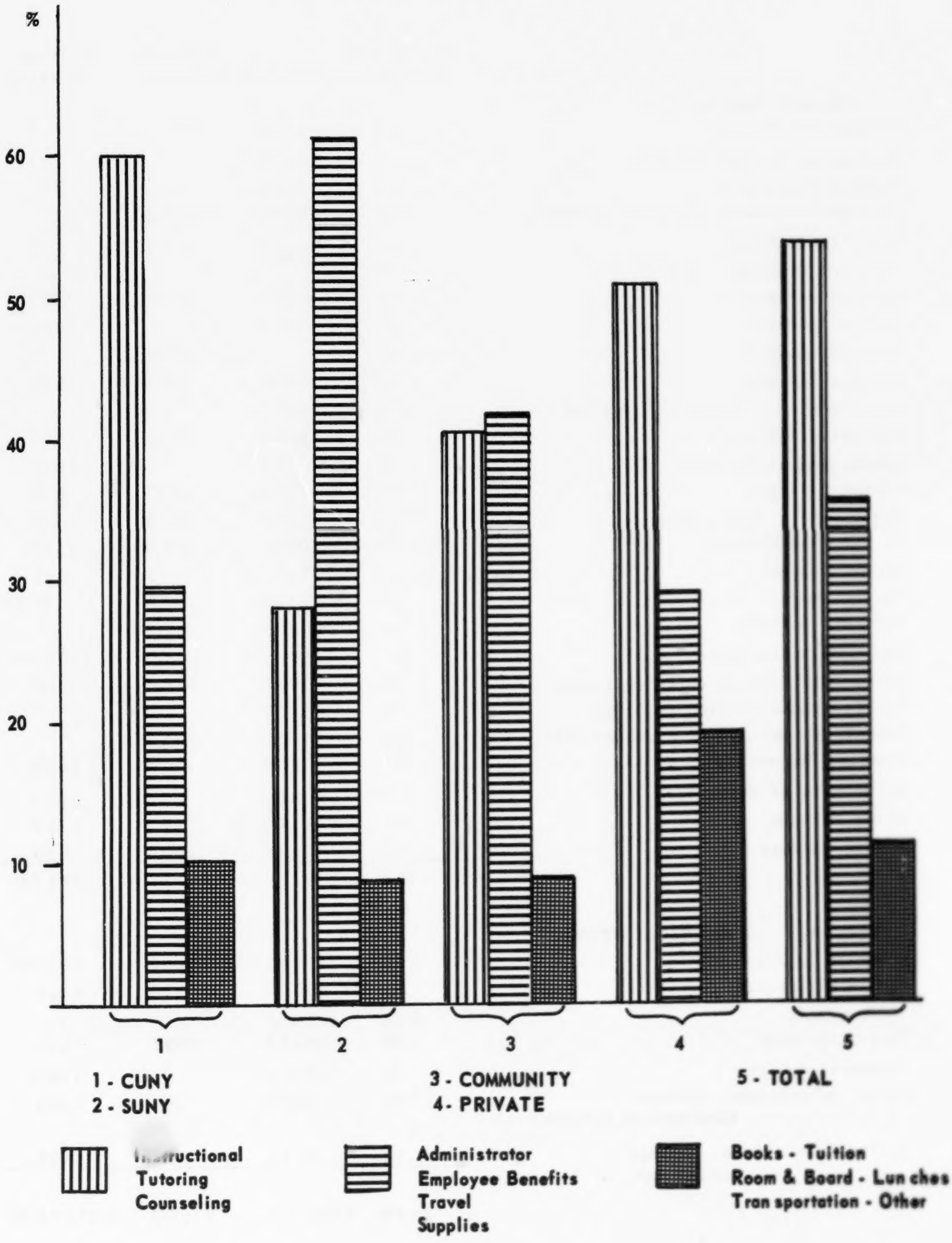


TABLE V11
Higher Education Opportunity Programs
Budgets for year 1969-70

	No. of HEOP Freshman	Personnel	Temporary Personnel	Employee Benefits
Private Institutions				
Colgate University	11	4000		
College of Mt. St. Vincent	9	14750		775
Cornell University	48	8600		
Fordham University (Lincoln Center)	157	18000	23150	
Hamilton College	12	5000		500
Kirkland College	8			
Hofstra University	44	20300	27 00	1215
Ithaca College	40	11320		1780
Keuka College	20		4508 75	
LeMoyne College	10	5650	1200	6 00
Malcolm King: Harlem College Ext.	200	9000		
Manhattan College	29	15425	2700	1800
Manhattanville College	20	10945		1655
Mariat College	17	7000	6000	6 30
Marymount College - Tarrytown	14	4500	8750	100
Marymount-Manhattan	20	10000	3250	1140
Mercy College	15	7350	8575	875
Mt. St. Mary College	18	1200	5910	86 20
Nazareth College	10	10500	5000	
New York University	251	205933 25	7400	2666675
Notre Dame College - Staten Island	25	3000	4000	540
R.P.I.-Skidmore-Union-(A.O.C.)	60	18000		
University College of Syracuse Univ.	89	23000	8700	
Syracuse University	40	12000	1200	1800
University of Rochester	50	46166		4543
Utica College	46	34500	15490	1272
Wagner College	25	8125	6400	1560
	1278	514264 25	1149 3375	4753 795
City Univ. of New York (CUNY)				
Brooklyn College	680	117900	6450	601820
CUNY - Bi-Lingual	45	42000	10310	6840
CUNY - Seek	1425	1442955		205770
Hunter College	180	39750	10000	5460
Richmond College	50	19600		1000
Staten Island Comm. College (Consortium Program)	50	18650	900	1500
Staten Island Comm. College (Community Scholar Program)	50	20220		1000
	2480	1701175	27860	2 27588 80

TABLE V11 (cont.)

Travel Expenses	Supplies	Books	Tuition	Lunches & Trans.	Room & Board	Other Expenses	Total Award
		825					4825
250				900			16675
150							8750
500		10500		10000			62150
500						2000	8000
300		3300	21250				49065
100		3000		3800	62500		82500
	56						456475
		1000					8450
							9000
200		1500		4500		500	26625
400		2000			15000		30000
100		1500					15230
100		1575					15025
200	350	4125		9000	2375	2600	33040
200		900	380	620			18900
		30980				894	8400
							15500
							24 0000
50		1250	11595	2950		1000	24385
							18000
500		800	17000				50000
100		3300					18400
342			27208		18741		97000
500		1000	23700				76462
50		1250			5000		22385
4542	406	38134 80	108133	31770	103616	6994	963331 75
1000	4096 80	19735		12600			167800
250	5000	1350		8100		500	74350
		213750	123057 50	427500			24130 3250
		15000					70210
200		3750					24550
200		5050		4270			30570
		3750		4930			20000
1650	9096 80	262385	123057 50	457400		500	2810 51 250

TABLE V11

Higher Education Opportunity Programs
Budgets for year 1969-70

	No. of HEOP Freshmen	Personnel	Temporary Personnel	Employee Benefits
State University of New York				
SUNY - Albany	190	15000		
SUNY - Binghamton	82	13800	17025	
SUNY - Buffalo	260			
SUNY - Stony Brook	---	2500		
S.U. College at Buffalo	274	6360	4500	
S.U. College at Cortland	45	5400	6279	
S.U. College at Fredonia	10	3454	480	746
S.U. College at Old Westbury (Wyandach Center for H.E.)	230	60625	15000	1035
S.U. College at Oneonta	60		3000	
S.U. College at Oswego	72		2400	
S.U. College at Purchase (Cooperative College Center)	103	69457	25160	18923
S.U. Ag. & Tech. - Cobleskill	20	20250		
S.U. Ag. & Tech. - Farmingdale	70	20500	4430	2870
	1416	217346	78274	23574
Public Community Colleges				
Corning Community College	24		6900	
Erie Co. Technical Inst. (Comm. College)	35	25210	162850	5 00202
Hudson Valley Community College	10		4000	
Mohawk Valley Community College	20	3825		
Monroe Community College	66			
Rockland Community College	100	18000		
Suffolk Community College	45	38500		5390
	300	85535	1252850	1039202

TABLE V11 (cont.)

Travel Expenses	Supplies	Books	Tuition	Lunches & Trans.	Room & Board	Other Expenses	Total Award
1500	3500	10000			120000		150000
1500					12000		44325
		49600		83400			133000
							2500
							10860
		3900	150		6684		22413
200		350			5800		11030
1950		15000	1000	10000	36000		140610
							3000
		7500		4000			13900
					96600		210140
		1875					22125
		15000			45000		87800
5150	3500	103225	1150	97400	322084		851703
						1350	8250
		3924	10200	481540	210708		52887
		750		3100			7850
100							3925
		1020	27754	2550			31324
			8400		11600		38000
			15000				58890
100		5694	61354	1046540	1370708	1350	201126

TABLE V111
Higher Education Opportunity Program

Budget for fiscal year 1969-1970

Institution	No. of HEOP Freshmen	Personnel	Temporary Personnel	Employee Benefits
CUNY-SEEK	1425 -	1442955 -		205970 -
Brooklyn College-CUNY	680 -	117900 -	6450 -	601820
SU College at Buffalo	274 -	6360 -	4500 -	
SUNY-Buffalo	260 -	15000 -		
New York University	251 -	2059335	7400 -	266675
SU College at Westbury(Wyandanch Cen.)	230 -	60625 -	15000 -	1035 -
Malcolm King; Harlem Ext.	200 -	9000 -		
SUNY-Albany	190 -	15000 -		
Hunter College-CUNY	180 -	39750 -	10000 -	5460 -
Fordham University	157 -	15000 -	23150 -	
S.U. College at Purchase	103 -	69457 -	25160 -	18923 -
Rockland Community College	100 -	18000 -		
Univ. College of Syracuse Univer.	89 -	23000 -	8700 -	
SUNY-Binghamton	82 -	13800 -	17625 -	
SU College at Oswego	72 -		2400 -	
SU Ag. & Tech.-Farmingdale	70 -	20500 -	4430 -	2870 -
Monroe Community College	66 -			
SU College at Oneonta	60 -		3000 -	
RPI-Skidmore-Union A.O.C.	60 -	15000 -		
Richmond College-CUNY	50 -	19600 -		1000 -
Staten Island Comm. Coll.(Consortium)	50 -	18650 -	900 -	1500 -
Staten Island Comm. Coll.(Course Schol.)	50 -	20320 -		1000 -
Cornell University	48 -	8600 -		
Utica College	46 -	34500 -	15490 -	1272 -
CUNY-BiLingual	45 -	42000 -	10310 -	6840 -
SU College Cortland	45 -	5400 -	6279 -	
Suffolk Community College	45 -	38500 -		5390 -
Hofstra University	44 -	20300 -	2700 -	1215 -
Ithaca College	40 -	11320 -		1780 -
Syracuse University	40 -	12000 -	1200 -	1500 -
Erie Community College	35 -	25210 -	16250	5002
Manhattan College	29 -	15425 -	2700 -	1500 -
Wagner College	25 -	8125 -	6900 -	1560 -
Notre Dame-Staten Island	25 -	3000 -	4000 -	540 -
Corning Community College	24 -		6900 -	
Keuka College	20 -		4563 75	
Manhattanville College	20 -	10945 -		1655 -
Marymount Manhattan College	20 -	18000 -	3250 -	1190 -
SU Ag & Tech.-Cobelskill	20 -	20250 -		
Mohawk Valley Community College	20 -	9575 -		
Mt. St. Mary College	18 -	5200 -	9910 -	962
Marist College	17 -	7000 -	4000 -	630 -

TABLE V111
Higher Education Opportunity Program

Budget for fiscal year 1969-1970

Travel	Supplies & Equipment	Books	Tuition & Student fees	Lunches & Transport.	Room & Board	Other Expenses	Total Award	Cost per Student
		213750 -	1230575	42750 -			2413032 50	169335
1000 -	409680	19735 -		12600 -			167800 -	24676
							10860 -	3964
1500 -	3500 -	49600 -		83400 -			133000 -	51153
							240000 -	95618
1950 -		15000 -	1000 -	10000 -	36000 -		140610 -	61134
							9000 -	45 -
1500 -	3500 -	10000 -			120000 -		150000 -	78941
		15000 -					70210 -	39005
500 -		10500 -		10000 -			67150 -	39586
					96600 -		210140 -	204019
			8400 -		11600 -		38000 -	380 -
500 -		800 -	17000 -				50000 -	56180
1500 -					12000 -		44325 -	54054
		7500 -		4000 -			13900 -	19305
		15000 -			45000 -		87900 -	125428
		1020 -	27754 -	2550 -			31324 -	47460
							3000 -	50 -
							18000 -	300 -
200 -		3750 -					2450 -	490 -
200 -		5050 -		4270 -			30570 -	61140
		3750 -		4930 -			30000 -	600 -
150 -							8750 -	18230
500 -		1000 -	23700 -				76462 -	166221
250 -	5000 -	1350 -		8100 -		500 -	74350 -	165222
		3900 -	150 -		6681 -		22413 -	49806
			15000 -				58890 -	130866
300 -		3300 -	21250 -				49065 -	111511
100 -		3000 -		350 -	62500 -		92500 -	206250
100 -		3300 -					15400 -	460 -
		3924 -	10200 -	45154	210701		523887 -	1351157
200 -		1500 -		4500 -		500 -	26625 -	818 -
50 -		1250 -			5000 -		22385 -	89540
50 -		1250 -	11595 -	2950 -		1000 -	24387 -	974
						1750 -	58350 -	194557
	56 -						45649	22824
400 -		2000 -			15000 -		30000 -	1500 -
200 -	350 -	4125 -		9000 -	2375 -	2000 -	33040 -	1652 -
		1575 -					22125 -	11065
100 -							8925 -	8925
		3984				894 -	8400 -	420 -
100 -		3500 -					15450 -	3958

TABLE XIII (cont.)

Higher Education Opportunity Program

Budget for fiscal year 1969-1970

Institution	No. of HEOP Freshmen	Personnel	Temporary Personnel	Employee Benefits
Mercy College	15 -	7350 -	8575 -	875 -
Marymount-Tarrytown	14 -	4500 -	8750 -	100 -
Hamilton-Kirkland College	12 - 8 -	5000 -		500 -
Colgate University	11 -	4000 -		
Hudson Valley Community College	10 -		4000 -	
LeMoyne College	10 -	5650 -	1200 -	600 -
Nazareth College	10 -	10500 -	5000 -	
SU College at Fredonia	10 -	3454 -	480 -	946 -
College of Mt. St. Vincent	9 -	14950 -		750 -

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1. Awards vary from institution to institution as a result of varying levels of an institutions commitment offinancial posture, or the extent to which an institution may receive funds from outside sources e.g. Economic Opportunity Grants, National Defense Student Loans, or Private Foundation Grants.

2. Cost per student figures may vary from institution to institution due to the fact that HEOP funds were allocated to State and City University Institutions as supplemental funds. Consequently, this budget does not report the total amount of state funds granted to a City or State University, but only the extent to which HEOP funds have been allocated by the State Education Department.

TABLE XIII (cont.)
Higher Education Opportunity Program

Budget for fiscal year 1969-1970

Travel	Supplies & Equipment	Books	Tuition & Student fees	Lunches & Transport.	Room & Board	Other Expenses	Total Award	Cost per Student
200 -		900 -	380 -	620 -			1890 0 -	126 0 -
100 -		1575 -					1502 5 -	1073 25
						2000 -	5000 -	6666 6
		825 -					4875 -	438 63
		750 -		3100 -			7850 -	785 -
		1000 -					8450 -	845 -
							15500 -	1550 -
200 -		350 -			5800 -		11030 -	1130 -
250 -				900 -			16675 -	1852 77

TABLE 1X
HEOP UNEXPENDED FUNDS 1969-1970

Institution	Projected Final Payment	Actual Final Payment	Difference	Other Funds Returned	Total Unexpended Funds
College of Mt. St. Vincent	4,168.75	2,396.86	1,771.89	---	1,771.89
Keuka College	1,482.38	-0-	1,482,38	728.66	2,211.04
LeMoyne College	4,225.00*	-0-	4,225.00	---	4,225.00
Manhattan College	10,031.25	-0-	10,031.25	---	10,031.25
Union College (A.O.C.)	8,625.00	6,859.98	1,765.02	---	1,765.02
University College of Syracuse University	12,500.00	7,357.00	5,143.00	---	5,143.00
SUNY-Buffalo	33,250.00	31,893.00	1,357.00	---	1,357.00
S.U. College at Oneonta	750.00	-0-	750.00	1,006.25	1,756.25
S.U. Agricultural and Technical College at Farmingdale	43,900.00* 21,950.00	23,000.00 -0-	20,900.00 21,950.00	--- ---	42,850.00
Erie Community College	7,971.55	-0-	7,971.55	995.42	8,966.97
Kingsborough Community Col. (CUNY Bi-Lingual Program)	37,175.00	30,762.30	6,412.70		6,412.70
					86,490.12

*Second Payment

TABLE X

THE COLLEGE COMMITTEE ON EDUCATIONAL OPPORTUNITY

Mr. Armand Altman
Consultant in Higher Education
State Department of Education
Albany, New York 12224

Mr. John Benson, Director
Special Admissions Program
State University at Binghamton
East Binghamton, New York 13901

Mr. Charles J. Calitri, Director
Programs for Intercultural Education
Hofstra University
Hempstead, L.I. New York 16650

Mr. Peter Crawford, Director
Upward Bound Program
Union College
Schenectady, New York

Mr. James Doremus, Chairman
Director, Institutional Development
Utica College
Utica, New York

Mr. Eugene Ellis
Specialist in Higher Education
State Education Department
Albany, New York 12224

Mr. Arnold Goren
Assistant Chancellor
New York University
New York, New York

Mr. Gene Herman
Intern in Higher Education
State Education Department
Albany, New York 12224

Mr. Lester Ingalls
Executive Secretary
Association of Colleges and
Universities of State of New York
Albany, New York 12207

Miss Gloria Joseph
Associate Professor
Africana Program
Cornell University
Ithaca, New York 14850

Mr. Leonard T. Kreisman
Dean of Administration
Staten Island Community College
Staten Island, New York 10301

Mother Elizabeth McCormack
President
Manhattanville College of the
Sacred Heart
Purchase, New York

Mrs. Harriet Michel
Coordinator, College Assistance
Program
National Scholarship Service for
Negro Students
New York, New York 10028

Mrs. E. R. Patterson
Supervisor of Indian Services
Department of Social Services
Buffalo, New York 14203

Mr. Herman Patterson
Director of Urban Affairs
Brooklyn College
Brooklyn, New York 11210

Mr. Owen Peagler
Dean of Evening Administration
Pace College
New York, New York 10038

Mr. Emilio Rivera
Co-Director
Cooperative College Center
Mount Vernon, New York 10550

Mr. Donald M. Winkelman
Supervisor of Higher Education
State Education Department
Albany, New York 12224

TABLE Xl

Consultants/Readers
Higher Education Opportunity Program
1969 Proposals

William Davis
Assistant Dean of Students
Oberlin College
Oberlin, Ohio

Carl Field
Assistant Director
Bureau of Student Aid
Princeton University
Princeton, New Jersey

Robert Kates
Assistant Director
Northeastern Regional
475 Riverside Drive
New York, New York

Louis Menand
Assistant to the Provost
Massachusettes Institute of
Technology
Cambridge, Massachusettes

Harriet Michel
Coordinator, College Assistance
Program
National Scholarship Service and
Fund for Negro Students
6 East 82nd Street
New York, New York

Maria Santiago
Director, ASPIRA Manhattan Center
1076 Broadway
New York, New York

Otis Smith, Director
Temple Opportunity Program
Temple University
Philadelphia, Pennsylvania

Ernest Spaights
Special Assistant to the Chancellor
University of Wisconsin at Milwaukee
Milwaukee, Wisconsin

Kenneth Washington
California State Colleges
Wilshire Boulevard
Los Angeles, California

TABLE X11

Human Affairs Research Center Study Team

Mr. Lloyd L. Hogan, Study Director
Miss Marilyn Geels, Associate Study Director
Dr. Edward Henderson, Assistant Study Director, New York University
Mr. Thomas Azumbrado, Board of Education of the City Of New York
Dr. Brian Blake, St. John's University
Dr. Warren Button, State University of New York at Buffalo
Dr. Virgil Clift, New York University
Dr. Hilda O. Fortune, York College
Mr. Albert P. Gabrielli, Human Affairs Research Center
Dr. Raymond Klein, Human Affairs Research Center
Miss Anita Kuperus, Human Affairs Research Center
Dr. W. A. Low, University of Maryland
Miss Arlene Mantell, New York University
Mr. James Patterson, Human Affairs Research Center
Dr. Ed J. Ponder, New York University
Dr. Sylvia Siedman, Hofstra University
Dr. Alice Padawer-Singer, Long Island University
Dr. Robert Zenhausern, St. John's University

TABLE XIII
HIGHER EDUCATION OPPORTUNITY PROGRAM STAFF

Donald M. Winkelman, Supervisor of Higher Education, wrote the master plan which served as a guideline for the 1969 legislation. He joined the Department in 1967 to become the first professional in an American State Education Department to devote full time to the field of collegiate educational opportunity. He had extensive experience in this field in Indiana, Ohio, and Mississippi before moving to Albany.

Mr. Winkelman is the author of two books and over fifty articles and reviews published in professional and popular journals and magazines; his poetry has appeared in periodicals throughout the United States. He was a faculty member at Purdue University and Bowling Green State University where he was a program chairman and headed the AAUP Committee on Discriminatory practices.

Mr. Winkelman is listed in Ohio Lives and has forthcoming listings in the Directory of American Scholars and Who's Who in the East.

Armand H. Altman, Consultant in Higher Education, has extensive educational experience in secondary and higher education, and particularly with opportunity programs. He was a teacher and counselor in the Buffalo inner city high schools where he developed new curriculum materials in reading and initiated a comprehensive developmental reading program.

In 1967, Mr. Altman assisted in developing the curriculum and administrative organization of the SEEK program located at State University College at Buffalo and was appointed assistant professor and chairman of the SEEK social science department. Prior to joining the Higher Education Opportunity Program, Mr. Altman served as the Director of the State University of New York Urban Center in Buffalo.

Mr. Eugene D. Ellis, Specialist in Higher Education, served as a counselor-tutor in the Utica College Upward Bound Program; he was appointed Assistant Director of Upward Bound in 1967. He helped design and implement the Educational Opportunity Program at Utica College and served as Coordinator of the program for two years, a position he held concurrently while Assistant Director of Residence Halls in the Utica College Student Personnel Office. Mr. Ellis co-authored many of the policies and curricula in the Upward Bound and collegiate Opportunity Program at Utica College, which have served as models for opportunity programs elsewhere in the State. He was particularly concerned with remedial/credit curricula and flexible attrition/retention criteria; he also pioneered in the development of a number of alternative students to college. He has worked with various community-based offices in the Office of Economic Opportunity in the Utica Community Action Program along with other community groups in Central New York.

Mr. Ellis is an active member of the National Association of Afro-American Educators and the National Association of Public Administrators.

Mr. Gene B. Herman, Intern in Higher Education, was a businessman, political activist, and student organizational leader before joining the staff of the New York Senator Minority Leader, Joseph Zaretzki, as Research Assistant. In June, 1969, he joined the Department as a Consultant; he was appointed Intern in Higher Education (Opportunity Programs) in September 1969.

Mr. Herman is responsible for institutional budget development and HEOP/college and university relationships. He also serves as a staff member of the College Committee on Educational Opportunity.

TABLE X11

Higher Education Opportunity Program
Outside Consultants

Mr. John Benson
Director of Special Programs
State University of New York
at Binghamton

Mr. Emilio Rivera
Co-Director
Cooperative College Center
at Purchase

Mr. Aaron W. Godfrey
Director of Special Programs
State University of New York
at Stony Brook

Father Daniel J. Mallette
Assistant Dean
Fordham University

Mr. James C. Doremus
Director of Special Programs
Utica College of
Syracuse University

Mr. Herman Patterson
Director for Urban Affairs
Brooklyn College

Mr. Robert Hawkes
Director of SEEK Program
State University College
at Buffalo

Mr. Walter J. Mahoney
Consultant in Higher Education
State University of New York
at Buffalo

Appendix B

Abstract of Final Reports

Colgate University has established a Student Associate Program where upperclass students identify problems and provide assistance in finding solutions for HEOP students. Student reading rates have increased through the Baldridge Reading Program. Of the freshmen in the program ten students received averages between 2.0 and 4.0. Seven students received grade point averages below 1.35 (probation). The remaining six had averages between 1.35 and 2.0. Those students who performed poorly had difficulty adjusting to the white, rural environment of Colgate University. Sophomore students have, to a great degree, assimilated into normal college life and now require financial support only. There are 43 students in the program, 24 freshmen and 19 sophomores. There was no report of student attrition.

College of Mt. St. Vincent has nine HEOP students, all of whom have registered for their second year. The minimal grade average to remain at school is 1.7. Only three students fell below this. One of the three is considering leaving for a nursing program while another has family problems interferring with her academic performance. The third has resolved to work harder to remain in school. In addition to extensive guidance and counseling, tutoring was provided for all students as needed.

Cornell University's program consists of 110 students who are provided with counseling, tutorial, and financial aid services as needed. Most students come from culturally and economically deprived backgrounds. The summer program provides the students with orientation, remediation, and advanced college credits. In addition to entering freshmen, upperclass students are permitted to make up deficiencies during the summer. Students take regular courses during the academic term with a minimum of twelve credit hours. A new full-time director has been acquired for the program. In addition, some 240 students will be entering under the COSEP program this September. Approximately, 80 students took part in the summer program along with some 30 upperclassmen.

Fordham University seeks to "facilitate more effective learning and improve personal development" of full time matriculated students who are educationally and economically disadvantaged. There are 222 students in the program, 156 freshmen and 66 sophomores. SAT scores were ninety-five points below the school median for non-HEOP students. Freshmen and sophomores are graded on the pass/fail system. Ninety percent of the HEOP students carried full credit loads and none carried less than twelve credits. Regular failures amount to 4.5%; HEOP attrition was 4.5%, and this was lower than the average for the University. Economic circumstances were key factors for the ten students who dropped out. The January inter-session served as a period of intensive catch-up with seminars provided by facutly in the English, Language, and Social Science divisions.

Hofstra University's program employed four special counselors. One student was dropped from the program because of his dealing in narcotics. He did receive extensive counseling. The 1969-70 academic year HEOP attrition rate was 1.4% as compared to the university's 2.61%. There are 114 students assisted under the HEOP grant. Three students are in academic trouble but because they are in the program, and will receive additional assistance, they will not be dropped. Of grades prceived for 70 NOAH students, there were 34 A's, 90 B's, 106 C's, 24 D's, 16 F's, 17 P's, and 24 Inc's. Second semester 65% of students received GPA's of 2.0 or higher, 3% received grades of 1.1-1.5, 1% received below 1.1. Information was not available for 31% of the grades, due to the end-of-the-year student strike.

Ithaca College recruited students from various organizations designed to serve opportunity students such as, Upward Bound, National Scholarship and Service Fund for Negro Students, ASPIRA, and many others. In addition to using organizations, staff members from the program are recruited in high schools throughout the State. Students were screened and recommended for admissions

by an Educational Opportunity Program Admissions Committee. The tutorial program, counseling services, improving faculty relationship and involvement with the program, as well as the relationship and trust developed between students and various administrative offices were significant factors in contributing to student success during 1969-1970. Only four of the 40 freshmen were dismissed for academic reasons, while only one EOP upperclassmen was in any serious academic difficulty. Growing financial problems continue to confront Ithaca College; program personnel have expressed concern over the increase in the college's financial committment without a commensurate increase in outside funds.

Keuka College's program consists of 14 HEOP freshmen and two HEOP sophomores. Only one student will not return with enough credits to advance to sophomore or junior standing. Five Black students left over a dispute with administrators about which building to use for Black Cultural Center. Four of the five were in academic trouble and subject to dismissal. Most students failed to take advantage of tutorial services. Freshmen HEOP attrition was almost 20% higher than the rest of the class. Study Skills Development will be a part of next years program. The students seem to lack a feeling of belonging, self-confidence, and positive self-concept.

Kirkland-Hamilton Colleges benefitted from efforts to recruit more minority disadvantaged students carried out by the Black Union. A member of the Black Union is now a voting member of the Admission Committee. Faculty members serve as student advisors. First semester at Hamilton there were two A's, five B's, thirteen C's, seven D's, four F's, and no incompletes. Second semester two A's, three B's, eight C's, three D's, two F's, four passes, and ten incompletes. Only one student left the program for academic reasons. No students dropped out at Kirkland. There are no grades at Kirkland; only a written evaluation form the teacher and an indication of credit, no credit, provision credit, or incomplete. The first semester there were twenty-

two credits, six no credits, three provisional no credits, and no incompletes. Second semester there were thirteen credits and two incompletes.

LeMoyne College faculty members provided information concerning weak areas for HEOP students; student tutors were provided. Sensitivity sessions were conducted by one of two professionally trained counselors. Roughly fifteen applicants have been registered for HEOP in September. There has been no student attrition at LeMoyne. For both semesters, all but one student received better than "C" average. The average for the entire year was 2.53 for all HEOP students. One student has been placed on academic probation.

Malcolm-King, Marymount Manhattan College is a tuition-free program of higher education. It provides free college extension courses within the Harlem community four nights a week. Anyone with a high school diploma can be admitted. Men and women ranging in age from twenty-five to forty take up to 30 credit hours which can be transferred to a two or four-year college. The faculty consists of professors from Marymount Manhattan, Mt. St. Vincent, and Fordham University. Two hundred students registered for spring semester. One hundred and sixty-five students received or are eligible for credit.

Manhattan College HEOP students showed a marked increase from first to second semester grades. Grades for the year were three A's, twenty-five B's, fifty-nine C's, thirty-seven D's, twenty-three F's. The average cumulative index for the year was 1.50. The fall average was 1.22 as compared with the spring's 1.79. With increased tutoring and counseling sessions came an increase in the student's academic performance. One student will probably drop out but will be referred to the Placement office for job opportunities.

Manhattanville HEOP students are experiencing academic success. Only one student may be on probation beginning September. No students have had to leave the program, but one student won acceptance to Princeton in Puerto Rican studies on the basis of her record. Most students accepted the suggestion that they

enroll in remedial Math and English courses. Except for the first summer session the students follow the regular courses, but they receive whatever special help is needed.

Marist College enrolled 31 HEOP students who were provided with tutorial, counseling, and special supportive services. Two students withdrew for academic reasons after the first semester, after refusing an offer to continue. At the end of second semester four were dropped for academic reasons and four more will be placed on academic probation for the next year. The HEOP median GPA index was 2.1.

Marymount College (Tarrytown) has changed its summer program as a result of experience. More papers will be required and more individual attention devoted to the students. Tutoring by faculty and other students was effective to the extent it was taken advantage of. A Community Leadership Program provides the students with the opportunity to tutor young or high school students. Thirteen students have completed one year at Marymount. Three students are below a satisfactory college performance level.

Marymount Manhattan College had only two students in the class of '71 with indexes above 2.5; however, no students received a grade below a C in any course. Two students are not expected to graduate in the class of '72. The overall academic progress has been excellent. Supportive teaching was available and utilized in math, science, philosophy, Spanish, reading, writing, speech, and hearing. Class of '73 follows similar expected academic pattern of progress. Of the 17 students who entered the program in 1967, eleven are expected to graduate in June of '71. Only one Black student to date has withdrawn from the program. Several Puerto Ricans withdrew and a few were dropped.

Mercy College's Community Leadership Program began with fourteen students of whom only one dropped out to become an aide or Head Start teacher. Fifty five

percent of the grades were C or better. There were three B+'s, seven B's, eleven C+'s, twenty three C's, eighteen D's, sixteen F's, and five withdrawals. Eight students carried twenty-one or more credit hours for the academic year, including one with twenty seven and another with thirty. Defects determined from this first year's experience resulted in obtaining a director who will spend half of his time with the program. A reading program is in operation. Mercy plans to share a counselor with Marymount-Tarrytown.

College of Mt. St. Mary started the second semester with fifteen of the original eighteen students. One student left due to "pressure of business" and two others left for unknown reasons. One student withdrew during the second semester. All students had to take a remedial course in Reading. Student I.Q.'s ranged from 77 to 122. Average high school grades averaged 73. Students were retained for the second semester regardless of grade point averages. Of the fourteen remaining HEOP students, nineare being retained while five will be dropped for academic failure. The HEOP attrition rate was forty-seven percent. Every effort is being made to help those students not eligible to return to find some kind of occupation. Summer courses will be offered the remaining nine to make up for any deficiencies.

Nazareth College enrolled ten students into their program in September 1969. Two students dropped out, one to get married and the other to leave the city. Counseling was available to the students and in many instances taken advantage of. There was poor response to the tutorial program which used faculty and students as tutors. The success of the reading program was proportionate to student attendance.

New York University's students were comprised of 95% high school graduates. The median grade point average for HEOP was broken down for each division of the school. Cummulative grade point average of opportunity program students: six-

teen (4.0-3.0) twenty seven (2.9-2.0) four (1.9-0). Program seeks to provide an educational opportunity for minority, culturally, and economically deprived individuals. Students were provided with counseling and tutoring in basic skills, reading, and mathematics. The Career-oriented Opportunity Program provides the HEOP students' with resources of greater relevant application. Workshops are provided in all major areas of study. Attrition statistics are not yet available.

Academic Opportunity Consortium consists of Rensselaer Polytechnic Institute, Skidmore College, and Union College. Skidmore students are not compelled to take remedial courses unless the need results from their summer experience. All students in the second semester have adjusted and grouped work well. At Union College the students carried a lighter load the second semester which made their adjustment much easier. Tutoring and counseling were a vital necessity. R.P.I. students took remedial courses in English, Math, and chemistry. Faculty members served as counselors for the students. Union College dropped one student and two others withdrew for reasons "concerning their motivation and purpose for college." Skidmore lost two students who married; four were disqualified for deteriorating or poor records.

Syracuse University. A total of 40 students participated in the 69-70 program. Twenty-three students continued in good standing with 2.0 grade average or better. Five students continue on academic probation (below 2.0). Five students graduated from the University. Two students were enrolled part-time but dropped out due to low GPA. One student dropped out to be married but is expected to return. All students were enrolled in regular university courses and no students took remedial courses. Counseling and tutoring are responsible for a great deal of student success. A summer Black Studies Program was also developed.

University College of Syracuse University. Most of the opportunity students are employed and have families. Consequently, they have little time to spend with

a counselor. Though available, few students took advantage of the tutoring service. During spring semester, a reading clinic was added to the supportive services; this center is also open to members of the community. One hundred nineteen students registered for fall semester 1969. Seventy four students returned for spring semester. Total registration for spring semester: one hundred and seven. Thirty eight percent of grades received were A's and B's, while 28% were C's.

University of Rochester's 39 students took the full course load of 16 credits; 17 students took 12 credits. Eleven students made the dean's list. Ten of the original on probation are now off. Four students will be allowed one more semester plus one possible separation. Four letters of concern were also sent out to indicate that the student must come in to receive assistance in preparing his program for September registration. Many students are taking summer courses at home to reduce regular college loads.

Utica College's 35 "high risk" freshmen are provided with financial, academical, and psycho-social assistance in obtaining a higher education. Tutoring and counseling were carried on by 12 faculty members who worked as advisor-counselor-tutors, six upperclass students serve as counselor-tutors, and there is one professional tutor. Four of the 35 are now subject to academic dismissal. Four other students have been accepted at other colleges. Financial aid according to student need was provided for all students.

Wagner College had a total of 25 students who completed at least one semester of work in the 1969-1970 Higher Education Opportunity Program. One student withdrew at the end of the fall semester, however six additional students were added to the program in February 1970. The grade point averages of HEOP students was similar to those participating in the 1968-1969 program. The median Verbal and Mathematics SAT scores of the New York State students were lower than those in 1968-1969. A new program in learning skills has been developed and become opera-

tional during the spring 1970 Semester. A formal channel for student participation in planning and evaluation was established after the start of the spring semester.

Cooperative College Center was a consortium effort comprising Sarah Lawrence College, State University at Purchase, and Manhattanville College. The actual full time enrollments were: fall-71, October-103, January-148, April-190-195; the full-time equivalent for fiscal year 1969-70 was 166 students. Stipends were provided proportionate to need. Incoming students were programmed into Short Prose and Philosophy classes to improve writing and thinking ability; reading and study skills courses were provided as necessary. Student-faculty ratio is 13.5:1. Student withdrawals totalled 26.1% of the student body.

Wyandanch Center for Higher Education seeks to accelerate student acquistion of academic skills. Pretesting was administered only in the area of reading. Median scores for the Cooperative Reading Comprehension Test for evening students was 157.5 and for day students 162.4. Students are course graded by a written evaluator. The program started with 230 students. A total of 92 students were lost the first semester; 105 students enrolled in spring semester. Roughly 30% of these students dropped out for various reasons ranging from academic difficulty to fatigue.

Kingsborough Community College has a Bilingual program in Spanish and English. Forty-five students were given 12 hours of English for two credits, three hours of Spanish, and three hours of Latin-American history which carried three credits each. Students spend two hours in the English Laboratory and a total of twenty hours in classroom instruction. Only one student dropped out due to a personal disaster but it is hoped that she will be able to return. A student council was formed to help form the guidelines for the program. The students who organized this also organized their own band. The counseling services will be expanded to include students' parents who might need some assistance. Plans are underway to

integrate the program with more regular college students. Students took the Michigan Test of English Language Proficiency (total correct items, 100), the Michigan Test of Aural Comprehension (total correct items 90). Student's averaged 40% on the former and 60% on the latter.

Brooklyn College's program started with 129 students but some 18 left the program, most for personal rather than academic reasons. Tutorial assistance was provided when needed. A student advisory committee was set up to help determine the direction of the program. Students are permitted to complete requirements in six to eight years instead of traditional four to tive years. Math sessions were an important "back up" factor in the program since most students had difficulty in this area. Before the semester begins, each student attends an eight hour Saturday marathon in which he is given a "bird's eye" view of the math program. The student attrition rate was under 15% with an overall grade point average of 2.80.

Hunter College served 329 students, all of whom were provided with counseling, tutoring, learning skills, and stipends for books. Some 31 HEOP students came for vocational counseling. Due to disruption of classes, students were graded by the following options: work for a passing (P) grade, work for a letter grade, or accept an incomplete to be made up by June 1971. From a sample of 157 opportunity students, the following grades were received by 64 students: eleven A's, twenty-three B's, five C's, twenty-three D's, and two incompletes. Summer and part-time job opportunities were made available to the students through the Career Counseling and Placement Center.

Richmond College had forty-five students enrolled during spring semester. One student withdrew but will be back in the fall. There were 20 honor grades, 82 passes, and 24 incompletes. There are no students on academic probation. Thirty-two of the 45 students are attending summer school. The median HEOP

student age is 24. Thirty-six students participate in the program full time, eight part time. Extensive use, by the students, was made of the counseling and tutorial services. Testing showed an immediate need for English remediation. A workshop was organized to cover the basic study skills.

The City University of New York SEEK Program. Total SEEK enrollment is 4,160 with 1,425 having entered the program in September, 1969. The program at City University consists of eight separate programs with an agreed upon model. The programs aim to integrate SEEK students into the "regular student" body and the "regular college curriculum." A breakdown of student grades at Baruch resulted in 4.8% averaging A, 21.2%-B, 26%-C, 33% worse than C. Brooklyn 46.5% worse than C, City 9.6% worse than C, Hunter 30.1% worse than C, Lehman 29.4% worse than C, Queens 31.9% worse than C, York 33.3% worse than C. There is also a non-credit evening session in the program.

Staten Island Community College recruited 125 students for the program with average grades of 71 as compared to 80 for "regular" students. Many of the students have high school equivalency certificates and families to support. The students are given reduced credit loads for the first semester, but second semester they have free liberty to select their own courses. Counselors were essential for getting the students off to a good start. Tutors also provided a very important service to the students. Attempts were made to match tutors and tutees with the same racial and language background. This achieved very positive results. Nineteen students were lost during spring semester setting attrition at 49%. Reasons for student attrition included health and financial problems, re-location and domestic problems. Some students left to join College Discovery. Out of 39 students, nineteen were placed on probation (below 2.0). Eight of these students, however, are barely on probation and would require very little to become students in goodstanding.

State University of New York at Albany began the second semester of the 1969-70

academic year with 365 students in the program. One hundred six of these students were enrolled during the previous academic year. Of the 106, 87 completed the semester with 44 students earning a B average or better. Seven were named to the Dean's list. The 259 new EOP students were graded on a Satisfactory-Unsatisfactory basis, as were all entering freshmen. 22 students were placed on probation for failing to earn 9 "S" hours during their first year. 15 freshmen EOP student withdrew for personal-family reasons and 10 were dismissed for failure to meet minimum requirements.

State University of New York at Binghamton enrolled 37 students prior to fall 1969. During the fall semester 83 students matriculated; an additional 26 students were matriculated in the spring when the freshmen cummulative grade point average was 2.59, sophomores 2.65, juniors and seniors 2.43. Seven freshmen withdrew mid-semester: three due to serious academic difficulty, two for personal-family reasons, and two transferred. Two upperclassmen transferred for personal reasons and two others withdrew for psychological reasons. All students were provided with counseling and, where needed, tutorial services.

State University of New York at Buffalo's HEOP grades indicate that 73% were passing and the remaining 27% were marginal and/or failing. To bollster the program the tutorial apparatus was improved and a reading program instituted. Initial emphasis was on more complicated patterns of study with full organization aids and interpretors. Students enrolled in the reading classes doubled their reading capabilities during 1969-1970. In the second semester passing grades were recorded for 80% of the completed course work; failures were caused, at least in part, by campus unrest.

State University of New York at Stony Brook's report concentrates primarily on the Summer Skills program in which 50 high school students participated. Some

students graduated from prep schools while others were graduates of high school equivalency programs. Student-teacher ratio was 2:1. Courses included reading, math, English, and biology. A consultant reading specialist was employed to administer the development of a full-time reading program for the campus.

State University College at Buffalo received HEOP funds in January 1970 for one full-time and three part-time counselors to be hired for the second semester. The extensive counseling component contained a counselor at large, and a counseling table both of which were instrumental in bringing the college into contact with students who ordinarily do not seek formal assistance from office-located personnel. A "hot line" was also established which enabled the counselor to contact students at a time of distress, while allowing students the right to remain anonymous. The counseling vehicle proved to be an invaluable component in helping to provide solutions to the various problems the college experienced during 1969-1970.

State University of New York at Cortland's total spring enrollment was fifty-six with an attrition of ten. One student was married, three dropped out for academic reasons, one failed to attend summer school, one was subject to administrative action, and four preferred other colleges. Members of the faculty served as tutors with very encouraging response.

State University College - Fredonia admitted eight students to the program during the spring semester. Entering students had a median high school average of 76.75 compared to non-EOP students' 83.8. The average student age is 20 Students were provided with study skills seminars, reading and writing labs. A special counselor for EOP students devoted a total of 172.5 hours to the program. Students also received vocational choice counseling. Nine students and one faculty member served as tutors to help the students outside the classroom. Median grade point average was 1.88 for an average of seven credit hours. There have been no student withdrawals.

State University College at Oneonta enrolled 117 students in the program. A full time academic advisor aids students in course selection. Two students withdrew, five students were dropped for academic reasons. Five other students remain on probation. Spring semester grades were as follows: 1.00 and below four students; 1.01-1.99 - 17 students; 2.00-2.99 - 87 students; 3.00 and above - nine students.

State University College at Oswego has a program designed to matriculate financially disadvantaged, educationally neglected, racially/culturally different individuals who have a high school diploma equivalency. Fifty-six per cent of these students are members of families receiving total incomes from federal, state, and local welfare. Financial aid is provided for students as needed. Ninety per cent of the students used PCS forms for families with incomes under six thousand dollars. Students are provided with extensive tutorial and counseling services. A summer bridge program is mandatory for all EOP students. Two courses are taken for college credit but the students also receive remedial help. Grades were reported for about forty-eight students, most of which were favorable.

Agricultural and Technical College at Cobleskill began the second semester with 34 students enrolled in EOP. Two students were dismissed on the advice of the director, another plans to enter Albany State in the fall. Of the two students dismissed one will be entering business school and the other will be working in Syracuse. Only six students were placed on academic probation. Two students made dean's list two consecutive semesters. Faculty and students served as program tutors. The Program Advisory Committee has been revised so that EOP students are now active members. Efforts to reduce EOP program alienation from the rest of the college has been partially achieved through faculty involvement. The program is designed to help students transfer with adequate preparation into a four-year college.

Agricultural and Technical College at Farmingdale has a total program enrollment

of 108. At the beginning of spring semester, fifty-six freshman and thirty-two seniors were permitted to continue their education in various career choices. Four students withdrew due to personal, social and financial problems at home. Two of these left because they could not support their wives and children while in school. Two other students left because they were under the influence of drugs which interfered with their course work. They are receiving rehabilitation treatment under a neighborhood program. Eighteen of 29 students on probation completed the second semester with averages required to continue on towards an A.A.S. degree. The other students were dropped with the understanding that they could return if they received grades of "c" or better in two courses at any college. Eighteen students received over a 2.0. Twenty-eight students received over a 1.5.

Corning Community College reported grades for 13 EOP students. Cummulative averages were 1.5, 2.9, 2.5, 2.0, 1.4, 0.7, 2.0, 2.3, 1.5, 1.3, 1.8, 1.6, 2.0. Of the SPARK students who entered in 1968, four withdrew, three dropped, four are continuing, six graduated. The grade point average for the group was 2.05. Plans are underway for a policy of no dismissal until after one complete year of attendance. Summer courses were taken by EOP students in English and math, physical education, and human relations seminar. Credit has been established for summer courses. Last summer students received 6.5 credits and this summer they earned 9.5 credits.

Erie Community College's program began in September with 27 students and concluded the second semester with 19 students. Students were provided with remedial, tutorial, and counseling assistance. During the spring semester 21 students received financial and supportive services under the HEOP grant. Two students were academically dismissed; however, one plans to attend Erie Community College summer school. The overall cummulative average is 1.81. Nine students are on academic probation. Nine are in good standing and one is on

the Dean's list. Eight students will attend summer school to make up for deficiencies.

Hudson Valley Community College's sixteen students received institutionally determined financial aid (HEOP funds) for the 1969-70 school year. The funds covered books, lunch, and student transportation. The reading and learning lab at Albany and Troy was made available for the student's use throughout the year. Two students withdrew from the program for "personal reasons."

Mohawk Valley Community College has 23 students in the program. Sixteen students returned for spring quarter; 12 have definite plans to return in September 1970. Two of the four not returning have decided to do so for academic reasons. The other two have taken full-time jobs in their fields of interest. These two were going well academically and will have their employers finance their part-time education. Three students enlisted in the armed services. Two were advised by psychiatrists not to return. One moved out of state to be with her husband. Four students left for academic reasons and one student is deceased. Full-time employment was found for the four academically troubled students. Grade point averages for twelve returning students ranged from 1.33 to 3.1. Two students received lower than 1.5. They will be returning on a part-time basis for the first quarter.

Monroe Community College has 79 students who participated in the program with an average course load of 12.02 credits. There exists a greater need for more counselors and regular tutors since there was only one counselor and tutors consisted of faculty volunteers. Of total grades earned, 1.5% were A's, 2.9% were B's, 41% were C's, 44% were D's, and 10 0% were F's. Four students transferred to HEOP at other colleges in the Rochester area. Five HEOP students graduated this semester. Three accepted job offers while two will enter four year schools in the Rochester Area.

Rockland Community College created two off-campus centers in Haverstraw and Spring Valley. The centers operated primarily during the evening, enabling both working and full time students to obtain full college credit away from the main campus. Tutorial services were offered at the cneters as well as on the main campus utilizing both paid and volunteer tutors. Counseling was done at off campus centers as well as at the College. Both "community people" and college trained counselors were used in the counseling of opportunity students. Transportation difficulties, are of the primary reasons for creating the off-campus centers, continued to present a major difficulty for students from the rural community of Rockland County.

Suffolk County Community College's institution-wide attrition rate is 24%; that of the educational opportunity program was 16% (15 students). A separate building is being set up for all remedial courses in reading, study skills, tutoring and counseling. The tutoring program will become a necessary part of the student overall academic program. Grade point averages show that most drop-outs were experiencing academic trouble. Program instructors kept a "log of program progress." A Career Exploration Sermon provided the students with a chance to learn the function of different occupations. Twelve credit hours are given to the students who complete the TEAM sequence of courses. There are 50 HEOP students in the program. The pre- and post-test results for the Iowa Silent Reading Test were a mean of 151.1 (pre) and 165.1 (post).